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ABSTRACT

This course is designed to provide ninth grade students with a basic understanding of the U.S. political, legal, and economic systems and includes the purpose of government, the need for law within society, the framework of the U.S. legal system, the processes used by the U.S. government and citizens to accomplish goals, and the roles of individuals within these systems. The curriculum guide is divided into two sections that feature: (1) the political and legal systems; and (2) the economic system. A topical outline, suggested textbooks, stated objectives with related learning activities and textbook references, and the content scope and competency goals are provided for each section. A chart is included that presents information about the economics portion of the course in terms of unit name, goal, outline, and objectives. (JHP)

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THE ECONOMIC, LEGAL AND POLITICAL SYSTEMS

IN ACTION # 4006

NINTH GRADE
REQUIRED SEMESTER
SOCIAL STUDIES CURRICULUM

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August, 1983

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PREFACE

This curriculum guide presents the framework for the basic courses within this academic discipline. Provided are enrollment guidelines to assist pupils, teachers, and support staff in developing student programs: course descriptions, performance expectations, and skills to be acquired within a course unit. The content of this guide provides minimum standards required for this course and that it is the responsibility of the teacher to provide the students of the particular class with texts, instructional resources, experiences etc., necessary to meet the individual needs of students.

The curriculum/staff development personnel, principals, program specialists and coordinating teachers are ready to assist any teacher with questions, concerns or problems in implementing this course.

As this curriculum guide outline is used in the classroom, teachers are asked to keep a record of changes that need to be made in order to improve the guide. These comments and/or suggestions should be forwarded to the area program specialist, school coordinating teacher, appropriate curriculum specialist, grade level or subject area chairperson.

THE ECONOMIC, LEGAL AND POLITICAL SYSTEMS IN ACTION #4006

TABLE OF CONTENTS

	Page
Objective	1
Textbook	1
Additional Resources	1
Legal and Political	2
Topical Outline	2
Objectives with Suggestions	4
Scope and Competency Goals	13
Our Economic System	16
Topical Outline	16
Objectives with Suggestions	17
Scope and Competency Goals	22
Outline of Decisions for High School and Economics	23

THE ECONOMIC, LEGAL AND POLITICAL SYSTEMS IN ACTION #4006

Grade Nine: Required - Semester

Objective:

This course is designed to give ninth grade students a basic understanding of the political, legal and economic systems and heritage of the United States. It includes the purpose of government, the need for law within society, the framework of the American system, the process used within this system to accomplish the desired goals of the American government and people, and the role of the individual within the established system. One of the main purposes of this course is to allow the student an opportunity to understand himself as a citizen of the United States and to learn to question the system which surrounds him.

This guide is divided into political and legal systems and our economic system. Each section has a topical outline, objectives with suggestions and scope and competency goals.

Textbook

Kownslar, Allan and Terry Smart. Civics: Citizens and Society. McGraw-Hill Co. (1983)

Available for use is the Teacher's Resource Guide which accompanies the text. This guide includes teaching notes, tests, student handout activities and the answers to all review exercises in the text.

Additional Resources:

1. Workbook for Civics: Citizens and Society. Obtain from the Webster Division of the McGraw Hill Book Company.
2. Post, Albert and William Johnson, The Young American Citizen, Sadlier-Oxford Co.
3. "Give and Take". This is a video-cassette series of twelve (12) fifteen minute programs concerned with the basics of the American economic system. Each 9th grade school has this series in the media center.
4. C-Span. A cable television network carrying public affairs programs and live broadcasts of Congress. To be available in Charlotte and most schools by early fall of '83.
5. North Carolina Perspectives. The "textbook" used by high school students attending N.C. Close Up, a state government studies program. This booklet outlines state government. Housed in the Media Center.
6. Perspectives. A resource book on national government published by the Close Up Foundation in Washington, D. C. Housed in the media center.
7. Law In The Classroom. An excellent reference for activities and resources for teaching law. Housed in the media center.
8. Learning the Law. A textbook on N.C. Law published specifically for the course by the N.C. Department of Justice.
9. Think Smart. A program using inmates as resource people in your classroom. Contact your school resource officer.
10. The People on Market Street. A film series available through your media center on economics. Check AV catalogue for individual titles.
11. Strategies for Teaching Economics. Created by the Joint Council on Economic Education, this booklet is available in your media center.

THE ECONOMIC, LEGAL AND POLITICAL SYSTEMS IN ACTION

LEGAL AND POLITICAL

TOPICAL OUTLINE

I. Introduction of the American Political and Legal Systems
   A. The Purpose of Government
   B. Sources of Governmental Authority
   C. The Need for Law
   D. Sources of Legal Authority
   E. Types of Government

II. The United States Constitution
   A. Background of the Constitution
      1. English Rule and Heritage
      2. The Declaration of Independence
   B. Major Principles of the Constitution
      1. Federalism: the Division of Power
         a. Enumerated Powers
         b. Reserved Powers
         c. Concurrent Powers
      2. Separation of Powers
      3. Checks and Balances
      4. Adaptability through the Amending Process

III. The Three Branches of the Federal Government
   A. Congress
      1. The Role and Purpose of Congress
      2. Implied Powers and the "Elastic Clause"
      3. Additional Powers
      4. Two Houses of Congress
         a. House of Representatives
         b. The Senate
   B. The Executive Branch: The President
      1. Qualifications for holding Office
      2. Powers and Responsibilities
      3. Impeachment
   C. The Judicial Review
      1. The Role of the Federal Courts
         a. Interpretation of the Law
         b. Judicial Review
      2. Overview of Federal Court System

IV. State Government
   A. States in the Federal System
      1. Powers of the States
      2. How State Government Works
   B. Local Government

V. Rights and Responsibilities of American Citizens
   A. Constitutional Rights
      1. Bill of Rights
      2. Legal Rights
      3. Voting Rights
      4. Civil Rights
   B. The Rights of Citizenship
      1. Student Rights
      2. Employment Rights
      3. Marriage and Family Rights

C. Responsibilities
   1. Obeying the Law
   2. Taxation
   3. The Voting Process
   4. Jury Duty

VI. You and the Law
   A. Criminal Law
      1. Categories of Crime
      2. Causes of Crime
   B. Law Enforcement
      1. The Police Departments and other Law Enforcement Agencies
         a. National
         b. State and Local
      2. Arrest and the Rights of the Accused
      3. Criminal Trials
   C. Penalties for Criminal Conviction
   D. Juvenile Justice
      1. Juvenile Courts
      2. Rights of Juveniles
   E. Civil Law
      1. Examples of Civil Law
         a. Consumer Law
         b. Contracts
         c. Torts
         d. Family Law
      2. Civil Courts
      3. Juveniles and Civil Law

VII. Issues and Challenges to the American Political and Legal Systems
   A. The Power of Special Interest Groups
   B. Voter Apathy
   C. Arguments Involving the Courts
      1. Competency of the Judges, Juries and Lawyers
      2. Punishment Given in Criminal Convictions
      3. The Rights of the Accused vs the Rights of the Victims of Crime
      4. Overloaded Courts
      5. Overcrowded Prisons
      6. Judicial Review and Interpretation
   D. Moral Obligations vs Legal Obligations

TEXTBOOK--CIVICS: CITIZENS AND SOCIETY

LEGAL AND POLITICAL SYSTEMS

OBJECTIVES WITH SUGGESTIONS

OBJECTIVE:

The student will know the need for government and law and the sources of authority for each.

I. Introduction to the American Political and Legal Systems
- A. Purpose of Government
- B. Sources of Authority
- C. Need for Law
- D. Sources of Legal Authority
- E. Types of Governments (Monarchy, Dictatorship, and Democracy)

Content	Suggestions
The Purpose and Source of Governmental Authority (Chapter 1 and Pages 64-69)	1. Poll the student body concerning their opinions of the source of governmental authority and analyze the results. 2. Bring in pictures showing services rendered by the government. 3. Examine the Declaration of Independence as to its statement of the source of governmental authority and its need.
The Need for Law and the Sources of Legal Authority (Chapter 2)	1. Have students write a fictional story describing what would happen in a city in the absence of law. 2. Bring in pictures for a bulletin board related to law, enforcement, and services rendered by the legal system. 3. In small groups, have students discuss the question of individual freedom vs the needs and values of society. Report findings to class. 4. Chart a list of laws suggested as necessary by the students. Discuss possibilities and problems of each. 5. Present a moral dilemma concerning morality vs society's laws.
Types of Governments (pages 69-71)	1. Make charts for display showing various types of governments including both present and historical examples of each. 2. Have students individually determine the form of the ideal government. Poll and chart student responses.

OBJECTIVE:

The student will demonstrate a general knowledge and understanding of the United States Constitution.

II. The United States Constitution
- A. Background of the Constitution
  - 1. English Rule and Heritage
  - 2. The Declaration of Independence

B. Major Principles of the Constitution
   1. Federalism: The Division of Power
      a. Enumerated Powers
      b. Reserved Powers
      c. Concurrent Powers
   2. Separation of Powers (very brief: the main function of each branch)
   3. Checks and Balances
   4. Adaptability through the Amending Process

Content	Suggestions
Background of the Contitution (pages 72-83)	1. Have students individually or in groups research and report orally, in writing and visually on the Magna Charta, the structure of Parliament, the English Bill of Rights or the Mayflower Compact. 2. Examine the Declaration of Independence complaints against King George and the British government. List major concerns which show either differences or similarities between the British government and the Constitution. 3. Select key delegates to the Constitutional Convention and investigate their attitudes concerning the role of government and the Constitution itself. 4. Using Charles A. Beard's book Economic Interpretations of the United States Constitution, chart the financial status of the delegates to the Constitutional Convention and discuss the significance of the findings with the class. 5. Prepare a slide show or make a filmstrip of the formation of the Constitution from English tradition and heritage to the acceptance of the Constitution as the new government of the United States.
Major Principles of the Constitution (pages 72-83)	1. Make a wall display which shows the breakdown of power and responsibilities between the national and state governments and those powers held by both. 2. Select an example of a reserved power such as education. Have an administrator from the school system speak to the class addressing the reason why the national government has acquired a major role in this Constitutionally state power. 3. Draw a diagram showing the process of checks and balances.

OBJECTIVE:

The student will be able to understand and explain the roles of the legislative, executive and judicial branches of the government.

III. The Three Branches of the Federal Government
   A. Congress
      1. The Role and Purpose of Congress
      2. Implied Powers and the "Elastic Clause"

3. Additional Powers
4. Two Houses of Congress
   a. House of Representatives
   b. The Senate

B. The Executive Branch: The President
   1. Qualifications for holding Office
   2. Powers and Responsibilities
   3. Impeachment

C. The Judicial Branch
   1. The Role of the Federal Courts
      a. Interpretation of the Law
      b. Judicial Review
   2. Overview - The Federal Court System

Content	Suggestions
Congress (Chapter 4)	1. Make a chart contrasting office holding requirements for members of the House and Senate and the size of each house. 2. Research the role of Congress with the city of Washington, D.C. 3. Draw a map of the United States identifying states and the number of people each state sends to the House of Representatives. 4. Research the Congressional role in each: a. Senator Joseph McCarthy and the Red Scare. b. The House UnAmerican Activities Commission. c. The Watergate Hearings. 5. Build or draw a model of the Capitol Building. 6. Write your Congressman or Senator(s) requesting information concerning his/her stance on certain issues or recent activities.
The Executive Branch: The President (Chapter 6 and Chapter 7)	1. Have students make a list of <u>all</u> school personnel who are <u>legally</u> qualified to hold the office of President of the United States. 2. Write a brief history of the White House and prepare a slide show or photo display to accompany it. 3. In small groups, have students discuss qualities desired in a President. Then discuss findings openly. 4. Research the impeachment of Andrew Johnson. 5. Debate (panel) the topic of Presidential Power: Too Much or Too Little. 6. Draw or build a model of the White House.
The Judicial Branch (Chapter 8)	1. Prepare a chart showing major cases and decisions of the Supreme Court. Indicate who the Chief of Justice was, the name of the case, the situation involved, and the court decision: A few examples would be:

a. Marbury v. Madison
b. Dred Scott
c. Brown vs Board of Education of Topeka, Kansas
d. Plessy vs. Ferguson
e. The Miranda Decision

2. Thoroughly examine a case decided in Charlotte's Federal District Court such as Swann vs The Board of Education of Charlotte, North Carolina. Evaluate the sides of the argument, the decision and public reaction and consequences.

3. Prepare a map of the United States locating each of the Federal District Courts, the Circuit Courts of Appeals and the U.S. Supreme Court.

4. Request a guest speaker such as Federal Judge James B. McMillian whose district Charlotte, N.C. is in and either visit his court or request his presence in the classroom.

5. Report to the class in oral presentations the "court packing scheme" the President Franklin Roosevelt, the appointment of the first black and first woman to the Supreme Court.

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week of research, speech making, flag and banner waving. Using secret ballots, have students vote on the issue of statehood and examine the results and consequences of the decision.

5. For a wall display, diagram the structure of government for the state of N.C. and name the individual at each major post. By writing to these individuals pictures of them might be obtained which could be included in the display.
6. Contact a local representative to the N.C. General Assembly and request their presence in class. Such persons as Mrs. Jo Graham Foster (former Assistant Principal at West Mecklenburg H.S.) and Craig Lawing would make fine choices.
7. Compare/contrast the requirements for holding office on the state level in N.C. with the requirements for comparable positions on the federal level.
8. Examine the State Constitution of N.C. making comparisons with the United States Constitution both in form and content.

OBJECTIVE:

The student will have an understanding of his Constitutional rights and liberties with the realization that accompanying those freedoms in Civic Responsibility.

V. Rights and Responsibilities of American Citizens
   A. Constitutional Rights
      1. Bill of Rights
      2. Legal Rights
      3. Voting Rights
      4. Civil Rights
   B. The Rights of Citizenship
      1. Student Rights
      2. Employment Rights
      3. Marriage and Family Rights
   C. Responsibilities
      1. Obeying the Law
      2. Taxation
      3. The Voting Process
      4. Jury Duty

Content	Suggestions
Constitutional Rights (Chapter 12)	1. Ask your school resource officer to discuss the use of search warrants and arrest procedures. 2. Have a local "legal" gun dealer or member of the National Rifle Association and a supporter of gun control discuss their views on the Second Amendment. 3. Trace the expansion of the right to vote through amendments to the Constitution and Congressional acts.

4. Create a series of charts showing major decisions of the Supreme Court concerning the First Amendment.
5. Present a moral dilimma on the issue of freedom of the press or freedom of speech.
6. Make a slide show or filmstrip explaining legal, civil and voting rights.
7. Make badges or "T-Shirts" at the Teacher Learning Center stating specific rights or a general attitude such as "I know my rights."
8. Clip articles from magazines and newspapers relating to the rights of citizens and make a bulletin board display.
9. Write a history of the Bill of Rights including the battle over ratification of the Constitution without this guarantee. (Ex., Rhode Island)
10. Compare other modern nations to the United States in terms of freedoms given to its citizens.
11. Investigate problems created in society and on the government by these rights.

Responsibilities
(Chapter 13)

1. Cut pictures from magazines and newspapers which show the multitude of uses for taxes. List these and as many as possible in a highly visible location in the class.
2. Discuss the moral question of helping other people - humanism v. individualism.
3. View the program "Changing Taxes: Public Goods and Services" (Program 8) from the video cassette series "Give and Take".
4. Present a series of examples of true situations in America's past which either generated the threat of military action or resulted in such action. Do not identify the situation by name or specific named locations. Create fictitious names. Students should break into groups with each group having to decide the proper action to be taken and each members decision to participate or not in the action. Then poll the class on each situation. Afterwards identify for the class the true names and actions taken. This should be interwoven with the student aware of his responsibility as a citizen.
5. Prepare a list of situations in which one vote made a difference in history.
6. Call the Elections Board. Find out the number of eligible voters and the percentage of them who actually voted in the general election of 1980 in Mecklenburg County, the state of N.C. and nationwide.

OBJECTIVE:

The student will become aware of and gain an understanding of criminal and civil law including its purpose, implementation and his role within the legal system.

VI. You and the Law
- A. Criminal Law
  - 1. Categories of Crime
  - 2. Causes of Crime
- B. Law Enforcement
  - 1. The Police Departments and other Law Enforcement Agencies
    - a. National
    - b. State and Local
  - 2. Arrest and Rights of the Accused
  - 3. Criminal Trials
- C. Penalties for Criminal Conviction
- D. Juvenile Justice
  - 1. Juvenile Courts
  - 2. Rights of Juveniles
- E. Civil Law
  - 1. Examples of Civil Law
    - a. Consumer Law
    - b. Contracts
    - c. Torts
    - d. Family Law
  - 2. Civil Courts
  - 3. Juveniles and Civil Law

Content	Suggestions
Criminal Law (Chapter 16, pp. 414-419)	1. Make two charts comparing the crime rate of North Carolina to that nationally showing such areas as age, sex, race, population stability, population density, levels of education, climate and seasons, and types of crime. 2. List television shows and movies which may influence the creation of violent crime. 3. Break the class into small groups with each discussing crimes such as drug useage, gambling, obscenity, receiving stolen property, prostitution and subversive activities. Each group should determine "intent of the crime," if it should be a crime, if so how to control it, if not then determine its effects on social morality etc. 4. In the role of investigative reporter, have students investigate and write a "Crime Newsletter" covering such topics as child abuse and wife beating. 5. Study and propose methods of crime prevention.
Law Enforcement (Chapter 16, pp. 420-429)	1. Request the School Resource Officer to discuss the rights of the accused and the process of the criminal trial.

2. On a map, locate federal and state maximum and medium security prisons. Chart the number of each, size of the prisons, type of crimes dominant in each, rate of parole and the rate of return to prison.
3. Have students draw up a set penalty system for various crimes as society is beginning to push for something similar to this. (Note the severity of the punishments.) Then present a variety of criminal cases (true or untrue) in which the prescribed penalties are too severe, too "soft" or not suitable based on peculiar circumstances which initiated the crime or result from the punishment. This allows for a moral development or awareness and realization of the actuay system.
4. Debate: Should prison be a means for punishment or rehabilitation?
5. Ask a lawyer or judge to speak to the class concerning alternative punishments.
6. Discuss television cameras in the courtroom.

Juvenile Justice
(Chapter 16, pp. 430-436)

1. Request a speaker from a youthful offenders training center to speak to the class.
2. Examine the possible punishments which a juvenile, declared delinquent, might face if found guilty in court.

Civil Law
(Chapter 17)

1. Prepare a movie or slide show using the school VCR and camera which would use a series of skits to dramatize forms of civil law such as torts and contracts and family law. Classes could be divided into groups with each responsible for a skit.
2. Research the North Carolina Statutes and United States Statutes to find actual cases involving torts, contracts, family law and consumer law.
3. Prepare a list of community service organizations which aid juveniles involved directly or indirectly in situations connected to civil law. By including the addresses and phone numbers for each agency or service, typing them in organized form, and with the aid of the Teacher Learning Center or Instructional Design Center "Emergency Booklets" could be given to all students in the school for possible future or immediate benefit.
4. Create a mock trial(s) in which a case is prepared with student attorneys, judge, etc. The class will act as a jury. Though possibly a real situation involving two students in the class who are having problems with one another might be used with the class again acting as jury - a jury of their peers not part of the original situation.

5. Have parents supply a list of their personsl expectations of their children's responsibilities within the home. Evaluate these with those recognized by legal authorities.

OBJECTIVE:

The student will have a continuing awareness and understanding of issues and problems confronting the governmental and legal systems of the United States.

VII. Issues and challenges to the American Political and Legal Systems.
- A. The Power of Special Interest Groups
- B. Voter Apathy
- C. Arguments Involving the Courts
  1. Competency of the Judges, Juries and Lawyers
  2. Punishment Given in Criminal Convictions
  3. Rights of the Accused vs the Rights of the Victims of the Crimes
  4. Overloaded Courts
  5. Overcrowded Prisons
  6. Judicial Review and Interpretation
- D. Moral Obligations vs. Legal Obligations

Content	Suggestions
Issues and Challenges to the American Political and Legal System. (Chapter 9, reread these passages: "Failure of the System" pp. 429 "Are Pressure Groups a Blessing or a Curse" p. 398 "Thinking about Obeying the Law" and "Civil Disobedience" pp. 334-336.)	1. Using the school VCR and camera, tape a "live-eye" news bulletin from the prisoner controlled Attica Prison. Students should play the parts of news personnel, police, the Governor of New York, family members of inmates, and the prisoners themselves - each expressing his or her views on the crisis. Before taping, students should decide their parts and question both sides of the issue. 2. Investigate the Sacco-Vanzetti case. 3. Research the ideas of Henry David Thoreau, Ghandi, Martin Luther King, Jr., and the Declaration of Independence itself concerning civil disobedience and "higher law". 4. Poll parents and teachers as to who voted in the 1980 presidential election including their reasons why or why not.

TEXTBOOK -- CIVICS: CITIZENS AND SOCIETY

LEGAL AND POLITICAL SYSTEMS

SCOPE AND COMPETENCY GOALS

Content: Scope	Competency Goals
I. Introductional to the American Political and Legal Systems A. The Purpose of Government B. Sources of Authority C. The Need for Law D. Sources of Legal Authority E. Types of Government	1. The student will know the need for government and law and the sources of authority for each. 1.01 Given a hypothetical situation, the tudent should infer what is likely to occur in the absence of government and law 1.02 Identify sources of authority for government and law 1.03 Identify essential government services 1.04 Explain general relationships between societal values and laws 1.05 Suggest the scope and limits of individuals and groups influence upon law making in each level of government 1.06 Identify the need for governments and laws 1.07 Elaborate on specific reasons for certain laws 1.08 Identify and explain various forms of governments and legal systems
II. The United States Constitution A. Background of the Constitution B. Major Principles of the Constitution	2. The student will demonstrate a general knowledge and understanding of the United States Constitution. 2.01 Will know why the national Constitution was made and how it can be changed 2.02 Identify the levels of government and the functions and responsibilities of each 2.03 Select from a listing of government services those which are national, state or concurrent powers 2.04 Identify the thoughts and ideals which aided the development of the American political and legal system
III. The Three Branches of the Federal Government A. Congress B. The Executive Branch: the President C. The Judicial Branch	3. The student will be able to understand and explain the roles of the legislative, executive and judicial branches of the government. 3.01 Can cite examples of functions of each branch

Content: Scope	Competency Goals
	3.02 Give examples of how laws are made and changed by legislation, administrative action and judicial review or interpretation
	3.03 Can cite requirements for holding office in each branch
	3.04 Identify formal and implied powers
IV. State Government A. States in the Federal System B. Local Government	4. The student will know the general structure and operation of state governments and the principle of federalism under which said governments operate.
	4.01 Will have an understanding of the North Carolina Constitution
	4.02 Will know the basic role and responsibility of each branch of state governments
	4.03 Identify the basic powers of the states of the Union and the guarantee of these powers as found in the Constitution
	4.04 Will generally understand the process by which states are admitted to the Union
V. Rights and Responsibilities of American Citizens A. Constitutional Rights B. Rights of Citizenship C. Responsibilities	5. The student will have an understanding of his Constitutional rights and liberties with the realization that accompanying those freedoms is civic responsibility.
	5.01 Will know why specific rights and liberties were included in the Constitution
	5.02 Will know specific rights and liberties
	5.03 Can give appropriate examples of individual responsibilities which accompany specific freedoms
VI. You and the Law A. Criminal Law B. Law Enforcement C. Penalties for Criminal Conviction D. Juvenile Justice E. Civil Law	6. The student will become aware of and gain an understanding of criminal and civil law including its purpose, implementation and his role within the legal system.
	6.01 Select examples of those laws which regulate or sanction behavior
	6.02 Given a specific issue or problem, state his rights and/or responsibilities
	6.03 Suggest ways in which individuals and groups can settle disputes in and out of court
	6.04 Identify the issues in a given conflict and propose options open to the parties involved
	6.05 Propose how individuals, laws and agencies can contribute to the resolution of specific conflicts

Content: Scope	Competency Goals
	6.06 Knows the formal limitations of the legal process in settling disputes
	6.07 Evaluate cost and benefits to specific laws and enforcement
VII. Issues and Challenges to the American Political and Legal Systems. A. The Power of Special Interest Groups B. Voter Apathy C. Arguments Involving Courts D. Moral Obligations vs Legal Obligations	7. The student will have a continuing awareness and understanding of issues and proglems confronting the governmental and legal systems of the United States. 7.01 Suggest how the legal system can address specific local, state or national problems 7.02 Will know areas where the legal system needs to improve services and procedures 7.03 Suggest examples of general or recurring problems 7.04 Will know the causes and predict the consequences of persistent public problems 7.05 Know the scope and limits of governments in addressing current problems 7.06 Will know areas where governments need to improve services or procedures 7.07 Suggest how individuals and agencies can contribute to the resolution of conflicts and problems within the system 7.08 Know of parallels between or among personal, community, state and national problems 7.09 Will know specific instances of recurring problems

THE ECONOMIC, LEGAL AND POLITICAL SYSTEMS IN ACTION

OUR ECONOMIC SYSTEM

TOPICAL OUTLINE

I. Introduction to the American Economic System
   A. Terminology
      1. Economic System
      2. Human Resources
      3. Material Resources
      4. Labor
      5. Capital
      6. Productivity
      7. Technology
      8. Private (Free) Enterprise
      9. Scarcity
   B. Economic Needs and Wants in Our Society
   C. Economic Resources
      1. Material Resources
      2. Human Resources
   D. Scarcity

II. Economic Systems
   A. Capitalism
   B. Socialism
   C. Modified Socialism

III. Characteristics and Operation of the American Economy
   A. Forms of Business (Cover briefly - part of Decisions Course)
      1. Sole Proprietorship
      2. Partnership
      3. Corporation
   B. Supply and Demand
   C. Mass Production and the Economy Scale
   D. Competition
   E. Credit and Savings

IV. The Role of the Government in the Economy
   A. Taxation
      1. Types of Taxes
         a. Individual Income Tax
         b. Corporate Income Tax
         c. Social Security Tax
         d. Sales Tax
         e. Excise Tax
         f. Property Tax
      2. Government Services Resulting from Taxation
         a. Health, Education and Welfare
         b. Defense
         c. Other Services
   B. Banking and the Federal Reserve System
   C. The Government as Regulator, Consumer and Producer
      1. Regulator
         a. Laws Effecting Business Organization and Growth
         b. Involvement with Labor Disputes
         c. Consumer Affairs: Rights and Product Quality
      2. Consumer
         a. Government Contracts
         b. Use of Material and Human Resources
      3. Producer
   D. Economic Policy and Legislation

TEXTBOOK: CIVICS: CITIZENS AND SOCIETY

OUR ECONOMIC SYSTEM

OBJECTIVES WITH SUGGESTIONS

OBJECTIVE:

The student will know basic vocabulary terms and resources within the American Economic System and that scarcity causes individuals and groups to make certain choices and decisions.

I. Introduction to the American Economic System
   A. Terminology
      1. Economic System
      2. Human Resources
      3. Material Resources
      4. Labor
      5. Capital
      6. Productivity
      7. Technology
      8. Private (Free) Enterprise
      9. Scarcity
   B. Economic Needs and Wants in Our Society
   C. Economic Resources
      1. Material Resources
      2. Human Resources
   D. Scarcity

Content	Suggestions
Economic Needs and Wants, Resources and Scarcity (Chapter 18, pp. 475-479)	1. View the VCR programs from the "Give and Take" series from your media center: a. "You Choose: Scarcity and Personal Decision Making". #1 b. "We Choose: Scarcity and Social Decision Making". #2 2. Obtain natural resource maps for about ten major countries spread across several continents. Enlarge them by tracing with projectors and compare that country's main products with its resources and with other nations. 3. Trace the population and technological growth of the United States since 1790. Compare these statistics with those showing employment/unemployment figures. 4. Have students role-play families living on a budget of $1,000/month after taxes. Each family determines its wants and disbursements of the income. Average family expenses should be researched prior to this activity. Value judgements concerning need vs want will be made. Families should be creative.

OBJECTIVE:

The student will know that the United States has a free enterprise system and will know that existing relationship between economic goals and social values.

II. Economic Systems
A. Capitalism
B. Socialism
C. Modified Socialism

Content	Suggestions
Comparison of Capitalism and Socialism (Chapter 18, pp. 479-482)	1. Prepare a wall display, covering an entire wall, showing the basic differences and similarities of capitalism and socialism. Pictures from the students should be added for visual effect. 2. Survey adult opinions or beliefs concerning what is capitalism and socialism. Assess responses and chart these for ease of student observation. 3. Produce a "Propaganda Program" using the VCR equipment and/or slide equipment. Divide the class into two groups - one favoring capitalism, the other favoring socialism. Both sides are to promote their own economy and denounce the other's. Each group should create script writers, researchers, set designers, on-camera reporters and production staff. Sections of the class should be set aside for each group for set decoration and propaganda material. Evaluate the final product for each group and its presentation to class.

OBJECTIVE:

The student will gain an understanding of the basic form of economy as established in the United States, the basics of how it functions and key elements of its operation.

III. Characteristics and Operation of the American Economy
A. Forms of Business (Cover briefly - part of Decisions Course)
1. Sole Proprietorship
2. Partnership
3. Corporation
B. Supply and Demand
C. Mass Production and the Economy of Scale
D. Competition
E. Credit and Saving

Content	Suggestions
Characteristics and Operation of the American Economy (Chapter 18, pp. 484-490)	1. View the VCR programs from the "Give and Take" series located in the media center: a. "Creditwise: Opportunity Cost" #4 (extension of credit) b. "Market Prices: Supply and Demand" #9 c. "Changing Market: Supply and Demand" #10 d. "Why Competition? Market Structure" #12 2. Prepare a bulletin board display showing the three common forms of business organization, the positive and negative aspects of each, and examples of each from within your own community. 3. Contact the Charlotte Chamber of Commerce and the Better Business Bureau for material describing business expansion and operation within Mecklenburg County.

4. Have two classes compete with one another - each class producing the identical inexpensive product. Each class operates under the same time limitation but one uses the assembly line process while the other uses the individual craftsman approach (without each other's knowledge). Market the cheap product and then analyze results.

5. With the oil shortage of the mid-seventies demand was greater than supply. Have students research the chain reaction of increasing prices for any and all oil base products that resulted. Sugar is another commodity which had similar effects.

6. Small groups should select separate means of earning interest (C.D.'s, Money Market Funds, Treasury Bills, IRA's and passbook saving). Compare interest rates from various firms, length of investment, risk, returns and minimum deposits.

OBJECTIVE

The student will gain a basic understanding of the role of the government in the American economy and that exists disagreement as to the proper role the government should take.

IV. The Role of the Government in the Economy
- A. Taxation
  - 1. Types of Taxes
    - a. Individual Income Tax
    - b. Corporate Income Tax
    - c. Social Security Tax
    - d. Excise Tax
    - e. Sales Tax
    - f. Property Tax
  - 2. Government Services Resulting from Taxation
    - a. Health, Education and Welfare
    - b. Defense
    - c. Other Services
- B. Banking and the Federal Reserve System
- C. The Government as Regulator, Consumer and Producer
  - 1. Regulator
    - a. Laws Effecting Business Growth and Organization
    - b. Involvement with Labor Disputes
    - c. Consumer Affairs: Rights and Product Quality
  - 2. Consumer
    - a. Government Contracts
    - b. Use of Material and Human Resources
  - 3. Producer
- D. Economic Policy and Legislation

Content	Suggestions
Taxation (Chapter 19, pp. 504-515)	1. View the VCR program from the "Give and Take" series found in the media center. a. "Changing Taxes: Public Goods and Services" #8. 2. Prepare a wall display showing the various taxes the average adult must pay and which level of government controls each tax.

	3. Research Proposition 13 (California) and Reagan's Tax Reduction Plan. Review the services rendered by state and national governments and determine those which you feel could afford to be cut entirely or partially.
	4. Use poster board to create a circle graph or "dollar bill" graph showing the expenditure of the tax dollar (federal level).
	5. Request a speaker from the Internal Revenue Service to speak to the class on the process of tax collection including forms used, penalties for failure of payment, etc.
	6. Prepare a slide presentation visually showing services provided by the government.
	7. Prepare a Moral Dilemma concerning the idea of refusing to pay taxes or fulfill a civic responsibility when opposed to a specific governmental policy.
	8. Compare the federal government's spending for defense with that of Health, education and/or welfare.
	9. Make a list of as many governmental agencies as you can which receive tax money for specific programs such as the Bureau of Indian Affairs, the Environmental Protection Agency, the FCC and the FTC.
	10. Have the classes make a telephone directory of federal and state government services: list the agency or department, phone number, service provided. Use the Teacher Learning Center or Instructional Design Center to help print or bind it and distribute to students.
Banking and the Federal Reserve System (Chapter 19, pp. 528-29, 520 Chapter 7, pp. 189-190)	1. Have the students make a map of the United States showing the 12 Federal Reserve Districts. Students should label the location of the Federal Reserve Banks. The maps may be used as a bulletin board display.
	2. Engage someone from the Charlotte branch of the Federal Reserve to come and speak to your class.
	3. Order free and inexpensive materials from the Federal Reserve.
The Government as Regulator, Consumer and Producer	1. Make a time line showing key government legislation to regulate business and protect consumers starting with the Interstate Commerce Act and Sherman Act and carry it as near to the present as possible.
	2. Trace the government's role in dealing with labor disputes from Naymarket to PATCO.
	3. Explain after investigation the method of allocating government contracts to industry. Include recent debate on the subject.

Economic Policy and Legislation	1. Poll adult and student opinion concerning the nation's main economic problem. Then investigate the present administration's policy and/or legislation concerning this. 2. Research and discuss the probable impact of specific monetary policies upon various social groups. 3. Clearly state the positive and negative sides of deficit spending, tax reduction and specific economic policies of individual states concerning welfare reduction, etc.

TEXTBOOK - CIVICS: CITIZENS AND SOCIETY

OUR ECONOMIC SYSTEM

SCOPE AND COMPETENCY GOALS

Content: Scope	Competency Goals
I. Introduction to the American Economic System A. Terminology B. Economic Needs and Wants in Our Society C. Economic Resources D. Scarcity	1. The student will know basic vocabulary terms and resources within the American Economic System and that scarcity causes individuals and groups to make certain choices and decisions. 1.01 Determine opportunity cost, given a set set of alternative choices 1.02 Demonstrate an example of a decision-making process, given a model on which to plot criteria and alternatives 1.03 Apply the decision-making process to personal economics 1.04 Apply the decision-making process to local, state and national issues 1.05 Distinguish from examples of political and economic conflicts those which arise from scarcity.
II. Economic Systems A. Capitalism B. Socialism C. Modified Socialism	2. The student will know that the United States has a free enterprise system and will know that existing relationship between economic goals and social values. 2.01 Distinguish from a list of overall societal values those that are related to economic goals. 2.02 Cite examples of how the American economic system encourages private ownership of property and private initiative in economic activity.
III. Characteristics and Operation of the American Economy A. Forms of Business (Brief) B. Supply and Demand C. Mass production and the Economy of Scale D. Competition E. Credit and Saving	3. The student will gain an understanding of the basic form of economy as established in the U.S., the basics of how it functions and key elements of its operation. 3.01 Suggest the importance of consumer choice 3.02 Explain the role of competition in the US. 3.03 Judge the influence of the market, authority, and tradition on economic practices and trends in command, mixed and market economies 3.04 Identify from a case study the relationship between consumer demand and market response

Content: Scope	Competency Goals
	3.05 Describe how price change in one product might influence the supply and demand of another product
	3.06 Explain the importance for savings for investment in capital goods
	3.07 Explain the importance of investment in human capital and capital goods as a means of increasing productivity
	3.08 Describe the various forms of business organization
IV. The Role of the Government in the Economy A. Taxation B. Banking and the Federal Reserve C. The Government as Regulator Consumer and Producer D. Economic Policy and Legislation	4. The student will gain a basic understanding of the role of the government in the American economy and that disagreement exists as to the proper level the government should take.
	4.01 Describe major current economic theories and identify points of similarity and difference among them
	4.02 Indicate the probable impact of specific monetary policies upon various groups
	4.03 Explain the relationship between the level of taxation and the volume of government goods and services provided
	4.04 Construct arguments for and against government regulation of specified industry
	4.05 Give examples of how government intervention influences the operation of private businesses on issues such as energy and environment
	4.06 Identify basic consumer rights
	4.07 Identify types of taxes and the levels of government from which they are issued
	4.08 Select from a general list of consumer rights those that are protected by the government

COURSE: 7990 Decisions for High School and Economics (1 semester)

PORTION OF COURSE: Decisions for Economics (9 weeks)

GRADE LEVEL: 9

UNIT NAME	UNIT GOAL	UNIT OUTLINE	OBJECTIVES
Unit I Economics and Decision-Making (1 week)	To establish a relationship between the student and the basic economic problem, that of satisfying unlimited wants with limited resources.	A. What is Economics? 1. Terminology 2. Definition B. Why do we need an economic system? 1. Unlimited wants/ Limited Resources 2. Scarcity 3. Choice	The student will recognize that we are all a part of the economic environment. The student will define economics. The student recognizes that humankind has unlimited wants and needs but limited resources. This creates scarcity. We must make choices, tradeoffs and decisions. The student recognizes that practically all our wants require monetary exchange. The student becomes aware that the American Free Enterprise allows us to own our own business.
Unit II Setting up a Classroom Business (1 week)	To establish relationship between the student and the free enterprise system by applying principles in a real classroom business.	A. What is Business? 1. Goods and Services 2. Types of Business	The student will become aware of business as the means by which goods and services are produced and distributed to satisfy the wants and needs of society. The student will list 5 examples of business The student will describe goods and services and list examples. The student will list 5 businesses that sell goods and 5 that sell services. The student will define wholesale and retail

UNIT NAME	UNIT GOAL	UNIT OUTLINE	OBJECTIVES
		B. How does a Business Come to Life? 1. Decision-Making Model 2. Applying Steps 3. Choice of Product	The student utilizes the decision-making steps in choosing an appropriate product (goods or services) for the classroom business. The student keeps a journal or daily log of classroom business - include personal jobs, responsibilities, time schedules, evaluations and employee handouts.
		C. Will it Sell? 1. Competition 2. Supply and Demand 3. Market Survey	The students describe competition in the market place. The students recognize the basic economic concept of supply and demand. The students conduct a market survey to determine if the selected product will sell.
		D. What Will it Cost? 1. Estimating Costs 2. Determining Price	The student becomes involved in answering the questions, "What will it cost to run our business in order to make a profit?" The student will participate in a "cost estimating" process for the product. The student will determine the "price" of the product.
		E. How do we get people to know about our business and make a choice to buy our product? 1. Advertising 2. Sales Promotion	The student recognizes the part advertising plays in creating consumer demand. The student plans and conducts an advertising campaign to promote sales of the product for the classroom business.

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UNIT PLAN	UNIT GOAL	UNIT OUTLINE	OBJECTIVES
		F. How do we get money to run our Business?	The student lists 3 - 5 ways a business can get revenue (money) to run a business.
		1. Capital Resources (Factor of Production)	The student describes how a sole proprietor obtains money for a business.
		2. Sources of Revenue	The student describes how money is obtained in a partnership.
			The student describes how money is obtained in a corporation by selling shares of stock.
			The student determines how money will be obtained for starting capital for the classroom business.
		G. How do we organize our Business?	The student describes 3 types of business organization.
		1. Proprietorship 2. Partnership 3. Corporation	The student participates in decision making activity to decide type of business organization the class will set up.
		H. Who does the work?	The student lists jobs needed to carry out the classroom business.
		1. Human Resources (Factor of Production)	The student categorizes the jobs into departments.
		2. Organizational Chart	The student prepares an organizational chart
			The student is hired and assumes responsibilities for his/her job within the business.
		I. What is our Production Schedule?	The student will develop a production time schedule.
		1. Interdependency of Jobs.	The student demonstrates the ability to work together productively in a business.
		2. Maximum Efficiency	The student recognizes the interdependency of jobs.
			The student assumes job responsibilities and

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UNIT NAME	UNIT GOAL	UNIT OUTLINE	OBJECTIVES
		J. Did we Make a Profit? 1. Profit Motive 2. Financial Statements	The student describes profit and loss. The student describes a financial statement. The student prepares a financial statement for the classroom business. The student evaluates the business. The student evaluates his/her role in business
		K. How do we Close the Business? 1. Stockholders Meet 2. Liquidation	The student recognizes ways to terminate a business. The student plans and carries out the appropriate closing of the Business.
Unit III The American Free Enterprise System (2 - 3 weeks)	To examine the characteristics of a free enterprise system.	A. Characteristics of a Free Enterprise System 1. Profit Motive 2. Productivity 3. Competition 4. Private Property B. Profit Motive 1. What is profit? 2. Function and need for profit. C. Productivity 1. Factors of Production Natural, Capital, Human 2. Types of Production Processes - Specialization Customized	The student describes the characteristics of the American Free Enterprise System. The student explains why an economic system is needed. The student will define profit. The student will list ways in which profit is determined and used. The student recognizes that wants are satisfied through production. The student identifies the factors of production. The student recognizes that production is the source of jobs and income. The student describes the production process. The student will recognize the interdependency of [illegible]

UNIT NAME	UNIT GOAL	UNIT OUTLINE	OBJECTIVES
		D. Competition 1. Benefit. - Increases productivity and stimulates innovations 2. Supply and Demand Effect on Productivity Effect on Labor Force E. Private Property 1. Entrepreneurship 2. Savings, Investments	The student will give examples of advantages that competition provides in a free enterprise system. The student will describe how supply and demand affects productivity. The student will list ways in which the theory of supply and demand operates in the labor force. The student will identify ways he/she can own "a part of the property."
Unit IV Making Economic Decisions (1 week)	To have students gain an understanding that setting priorities has personal economic value.	A. What is my role as a Consumer? 1. Influences on spending patterns 2. Money Management - Budgeting resources, banking, credit, investments B. What is my role as a Producer? 1. Present responsibilities 2. Career planning	The student will identify economic factors that influence spending patterns. The student will recognize the effect of advertising on consumer buying. The student recognizes that money management affects economic power. The student explains how special skills, education and training have economic value.
Unit V The Working World	(Use WORLD OF WORK guide)		